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## NOTES

### CLASSICAL CONFERENCE PROGRAM.

The following is the program of the Classical Conference which will be held at Ann Arbor, Mich., on Thursday and Friday, March 27 and 28. Papers marked with an asterisk will be illustrated by the stereopticon.

#### THURSDAY, MARCH 27.

##### MORNING SESSION.

Presiding officer, Professor Samuel Ball Platner, Western Reserve University.

1. "The Making and Use of a Latin Lexicon," Professor John C. Rolfe, University of Michigan.
2. "The Prometheus of Æschylus and the Prometheus of Shelley," Principal J. H. Harris, Michigan Military Academy.
3. \* "The De Criscio Collection of Latin Inscriptions," Professor Walter Dennison, Oberlin College.
4. "Some Questions of Word-Order and Cadence in their bearing on the Authorship of the Pseudo-Cæsarian Writings," Dr. Clarence Linton Meader, University of Michigan.
5. "Quintilian on Extempore Speaking in the Light of Later Teaching," Professor George V. Edwards, Olivet College.
6. "Dido — A Character Sketch," Mr. J. Raleigh Nelson, Lewis Institute, Chicago.
7. \* "Classic Sites in Sicily," Professor B. L. D'Ooge, State Normal College, Ypsilanti.

##### AFTERNOON SESSION.

Presiding officer, Professor J. C. Jones, University of Missouri.

1. "An Ancient Misogynist," Professor F. S. Goodrich, Albion College.
2. "Greek and Runic Letters and Figures," Professor George Hempl, University of Michigan.
3. "Notes on Horace," Professor Wallace S. Elden, University of Ohio.
4. "The Epigraphic Sources of Dion Cassius," Dr. Duane Reed Stuart, State Normal College, Ypsilanti.
5. "The Worship of the Lares," Dr. Gordon J. Laing, University of Chicago.
6. "The Psychological Background of Indirect Discourse," Professor John J. Schlicher, State Normal School, Terre Haute, Ind.
7. "A Review of Gildersleeve's Greek Syntax," Professor S. J. Axtell, Kalamazoo College.
8. "The Similes of Apollonius Rhodius compared with those of Virgil and Homer," Mr. M. C. Wier, Michigan Military Academy.

##### EVENING SESSION.

The Classical Conference is invited to attend a general session of the Michigan Academy of Sciences.

FRIDAY, MARCH 28.

MORNING SESSION.

The Classical Conference is invited to attend a general session of the Michigan Schoolmaster's Club, which will take up the subject. Of special interest to classical teachers will be the paper on "Controlling Conceptions in Syntactical Study," by Professor William Gardner Hale, of the University of Chicago, and that on "Recent Changes in the Curriculum of the German Gymnasium," by Dr. Henry A. Sanders, of the University of Michigan.

AFTERNOON SESSION.

JOINT SESSION OF THE HISTORICAL AND CLASSICAL CONFERENCES.

Presiding officer, Professor Richard Hudson, University of Michigan.

1. "An Experiment in the Teaching of Roman History to Young Pupils," Mr. J. Raleigh Nelson, Lewis Institute, Chicago.
2. "The Relation between Grecian and Roman History," Dr. Arthur L. Cross, University of Michigan.
3. \* "A Trip in Greece as a Preparation for Teaching Greek History," Miss May E. Barnes, Bay City High School.
4. \* "In the Footsteps of Cæsar in Gaul," Principal George R. Swain, Bay City High School.

EVENING SESSION.

The Classical Conference is invited to attend a general session of the Michigan Schoolmasters' Club. An illustrated lecture will be given on "Ten Years of Excavation at Pompeii, 1892-1901," by Professor Francis W. Kelsey, of the University of Michigan.

Those who wish to avail themselves of reduced railroad rates in attending the Conference are requested to send their names at once to Superintendent H. M. Slau-son, Ann Arbor, Mich.

The proceedings of the Conference will be published in the *SCHOOL REVIEW* for May.

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The following is the gist of the report of the committee of the Society for Plant Morphology and Physiology upon a standard college entrance option in botany :

PRINCIPLES UPON WHICH THE COURSE IS FORMULATED.

1. It is founded upon the two important reports of the National Educational Association—the Report of the Committee of Ten (Washington, 1893), and the Report on College Entrance Requirements (Chicago, 1899).

2. It is intended primarily as an option for entrance to college, but equally for the education in the high school of the general student who can follow the subject no farther; there are in botany no advantages in having the college preparatory and the general educational courses different, at least none that are at all commensurate with the additional burden thus laid upon the schools.

3. It should, if possible, be founded upon a considerable body of botanical fact learned through "Nature Study" in the lower schools; it should form part of a four years' high-school course in the sciences; it should be considered and treated as an elementary or preliminary course leading to second courses in college, and colleges

accepting the option should make provision to articulate second courses economically with it.

4. The immediate plan of its construction is very simple, namely, to include those topics in the leading divisions of the subject which most teachers now regard as fundamental, either for their value in scientific training, or as knowledge.

5. The time per week, inclusive of recitation, preparation, and laboratory should be the same as for any other subject. Where five periods a week with an hour of preparation for each are demanded for other studies, this course should receive the equivalent of two recitation periods with their preparation, together with three double (not six separated) periods in the laboratory and a small amount of outside related work or preparation. Variation from this should be towards a greater, not a lesser proportion of laboratory work.

6. The preparation of records of the laboratory work, in which stress is laid upon diagrammatically accurate drawing and precise and expressive description, is regarded as an integral part of the course; and these records, preferably in a notebook, must be presented with the examination-paper, and will count one-third towards admission.

7. There must be provided (a) a full-year option, (b) a half-year option, (c) the possibility of a two years' option.

#### SPECIFICATIONS.

The full year option, to count as 1 unit or point out of 13 to 15 for entrance, will consist of: (I) A half year devoted to the general principles of anatomy, morphology, physiology, and ecology; (II) a half year devoted to the natural history of the plant groups, with classification.

(Under special circumstances, though it is not advised, the full-year option may consist of II enlarged to occupy a year and including the essentials of I.)

The half-year option, to count as 1 unit or point out of 26 to 30 for entrance may consist of either I or II above, but not of a composite of both.

A half-year option consisting of a composite of I and II, although recognized as profitable under some local conditions, is not here included; since, while it is not considered educationally superior, if equal, to I or II more thoroughly studied, it will be impossible for colleges to make arrangements to articulate it profitably with the higher courses in addition to I and II; and moreover, examination boards will find obvious difficulties in providing examinations for it.

The two years' option will consist of I enlarged to a year, together with II enlarged to a year.

1. *The half-year option in the general principles of anatomy, morphology, physiology, and ecology.*

The fundamental topics are the following:

A. In anatomy and morphology.

The seed: Four types (dicotyledon without and with endosperm, a monocotyledon and a gymnosperm); structure and homologous parts. Food supply: experimental determination of its nature and value. Phenomena of germination and growth of embryo in a seedling (including bursting from the seed, assumption of position and unfolding of parts).

The shoots : Gross anatomy of a typical shoot ; the arrangement of leaves and buds on the stem, and deviations (through light adjustments, etc.) from symmetry. Buds, and the mode of origin of new leaf and stem ; winter buds in particular. Specialized and metamorphosed shoots (stems and leaves). General structure and distribution of the leading tissues of the shoot ; annual growth ; shedding of bark and leaves.

The root : Gross anatomy of a typical root ; position and origin of secondary roots ; hair-zone cap and growing point ; origin of new roots. Specialized and metamorphosed roots. General structure and distribution of the leading tissues of the root.

The flower : Structure of a typical flower, especially of ovule and pollen ; nectar glands ; functions of the parts. Comparative morphological study of six or more different marked types, with the construction of transverse and longitudinal diagrams.

The fruit : Structure of a typical fruit, especially with reference to changes from the flower, and from ovule to seed. Comparative morphological study of six or more marked types, with diagrams.

Where Options I and II are combined to form a year course, this comparative morphological study of flowers and fruits may advantageously be postponed to the end of II, and then taken up in connection with classification of the angiosperms.

The cell : Cytoplasm, nucleus, sap-cavity, wall. Adaptive modifications of walls, formation of tissues.

The sequence of topics above given, with the exception of the position of the cell, is that recommended by the committee, but the precise sequence is not considered important.

As to the study of the cell, it is by no means to be postponed for consideration by itself after the other topic, as its position in the above outline may seem to imply, but it is to be brought in earlier along with the study of the shoot or root, and continued from topic to topic. Although enough study of the individual cell is to be made to give an idea of its structure (a study which may very advantageously be associated with the physiological topics first mentioned under B) the principal microscopical work should consist in the recognition and study of the distribution of the leading tissues.

#### B. In physiology.

Rôle of water in the plant ; absorption (osmosis) path of transfer, transpiration, turgidity and its mechanical value, plasmolysis. Photosynthesis : dependence of starch formation upon chlorophyll, light and carbon dioxide ; evolution of oxygen, observation of starch grains. Respiration : necessity for oxygen in growth, evolution of carbon dioxide. Digestion : digestion of starch with diastase, and the rôle of digestion in translocation of foods. Irritability : geotropism, heliotropism, and hydrotropism ; nature of stimulus and response. Growth : localization in higher plants ; amount in germinating seeds and stems ; relationships to temperature. Fertilization : sexual and vegetative reproduction.